

# Kellyville Public School

## Annual Report



2017



2274

## Introduction

The Annual Report for **2017** is provided to the community of **Kellyville Public School** as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

Jenny Walker

Principal

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## Message from the Principal

It is with great pleasure that I present the 2017 Annual School Report. Kellyville Public School prides itself in having delivered outstanding quality education to the Kellyville community for over 145 years. We celebrate a year of academic growth, cultural, sporting and individual excellence. Quality and explicit teaching continues to be a focus to ensure consistent and measurable growth for all students in both literacy and numeracy.

Student enrolments continue to grow with the year commencing with 30 classes. We proudly celebrate and acknowledge the wealth of opportunities our school can provide through outstanding academic excellence, broad curricular programs, innovative thinking and developing leadership skills with a focus on service to others. The skills of collaboration, critical thinking, communication and creativity are embedded components of teaching and learning across the school.

The Kellyville School community can also be extremely proud of the sustained effort, energy and commitment contributed by the students and the wider community to design and the construction of the ANZAC memorial that took place during 2017. This memorial will be a lasting memorial where Kellyville Community both existing and future can have a place of reflection to remember all service men and women who served. This undertaking was a great example of the successful collaboration that exists across the school community.

2017 saw the 2015 – 2017 school plan in its final year. Quality Teaching, Quality Learning and Quality Systems were embedded into the fabric of Kellyville Public School. The key priorities were identified as part of the school and community's ongoing growth and development, in particular, the recurring theme of 21st century learning skills and its relevance within a contemporary education for students.

Kellyville Public school community continues to recognise the importance of the development of the whole child, within a context of a rapidly changing world. I continue to be amazed by the wonderful spirit, vitality and enthusiasm of the students and impressed by the passion of our highly qualified, dedicated and professional staff, who work collaboratively to ensure our students strive to achieve their best in a safe, challenging and nurturing environment.

The learning environment is rich and stimulating and all students are given every opportunity and encouragement to grow and develop academically, personally, socially, creatively and physically. The teachers combine a strong sense of caring with a professional approach, high expectations and a willingness to contribute well above normal expectations. Our teachers are well supported by an equally committed administrative and support staff. The school community is extremely fortunate to be served by such a committed and hardworking team. I personally would like to thank the school executive who have been unstinting in their support, professionalism and who are outstanding leaders in their own right.

A strong partnership exists within the school between staff and the community. I would like to acknowledge the Kellyville Public School P&C who continue to work tirelessly on behalf of the students and families of Kellyville Public School. I would especially like to acknowledge the President, Mr Matt Gray, the P&C Executive for its leadership, foresight and

ongoing support. Thank you to our P&C and all their volunteers for the time and effort in supporting our school and every student.

I present the 2017 Annual Report to you.

### **Message from the school community**

It is with pleasure that I present the Kellyville Public School Parents and Citizens President Report for 2017.

Kellyville Public School Parents and Citizens Association has had a productive year. The P&C hosts many events throughout the year including, welcome BBQs, Fathers' Day Breakfast, Grandparents' Day, Mother's and Father's Day Stalls and Discos. It is through the dedication of many parents and volunteers in the canteen, the uniform shop, the school band and special fundraising events that these events can occur. The P&C Association has provided financial support to the school with the enhancement and beautification of the school grounds and the supply of classroom resources. On behalf of the P&C Committee, I would like to extend thanks and appreciation to our dedicated and enthusiastic staff and volunteers for their fantastic effort and support. I would like to thank the work Stephen Torrance has provided throughout the year. I wish him the best in his future endeavours.

**Matt Gray**

**P&C President**

### **Message from the students**

#### **School Captains' Message**

This year it has been a great privilege to lead Kellyville Public School as the School Captains for 2017. We, along with the Vice Captains, Jack, Lucy, Brady and Kaitlin have enjoyed range of opportunities to foster our leadership skills throughout the year. Early in the year the School Captains and Sport Captains attended the Young Leaders Day Event at the Convention Centre, Darling Harbour. Some of the special guests who spoke were Dr Jordan Nguyen, Jade Hameister and Sam Skinner. After listening to these speakers, they inspired us to make a difference at Kellyville Public School.

During April we attended ANZAC Day ceremonies to commemorate the Centenary of ANZAC. These included the launch of the Primary Schools ANZAC Day Education Kit at Castle Hill RSL, the Dawn service at Centenary of ANZAC Reserve, Kellyville and our own school service. This year, Kellyville Public School opened our memorial called the 'Kellyville Place of Remembrance'. This wall was created by Years 5 and 6 along with Mrs Heffernen, Mrs Johnson, Bunnings Castle Hill and Rouse Hill as well as the Castle Hill RSL Sub Branch.

Throughout Semester 1, Year 6 participated in a history unit, Australia as a Nation. Students learnt about a variety of concepts associated with Federation, democracy and Federal Government. Our learning was supported by our trip to Canberra, where we were able to visit Parliament House and the War Memorial. After learning about 'The Stolen Generation' Year 6 decided to organise a whole school event for NAIDOC Week. Year 6 students investigated Aboriginal dance, music, language, sport and art and designed suitable lessons for the K-5 students. The lessons were implemented across the whole school and it was an informative and enjoyable day. Throughout Semester 2, students participated in a Geography Unit, Global Citizenship. We learnt about Australia's global connections. We discovered our links with Asia, including our trading agreements with China. We also researched a variety of charities and designed and organised a successful mini fete for the K-5 students to enjoy.

At the end of the year, the School leaders attended the "Captain's Day Out" in the city with the Principal, Mrs Walker. We travelled to Darling Harbour and went on the Thunder Jet which was fun. We also went to Parliament House and had afternoon tea with the Honorable Ray Williams. We met our parents for dinner at Crinitis to conclude a wonderful day.

We would like to thank Kellyville Public School for the opportunity to lead the students and represent our school as School Captains in 2017. We have enjoyed a variety of experiences throughout the year. We wish the newly appointed School Captains for 2018 a successful year as leaders of Kellyville Public School.

**Madison L and Kieran S**

**2017 School Captains**

## School background

### School vision statement

At Kellyville Public School we are committed to excellence in education. We encourage and expect our students to be respectful, safe learners. Within an inclusive, engaging and supportive school environment we nurture students to become confident, happy and successful learners. Our students are encouraged to be creative and critical thinkers as well as excellent problem solvers, aspiring to the challenge and motivated to reach their full potential. They are taught to be responsible for their own learning and to understand the pathways needed to enhance their individual educational progress. As a community, we strive to create lifelong learners and articulate, active and responsible global and local citizens.

### School context

Kellyville Public School is situated in north western Sydney and is part of The Hills Network of schools. The school has an enrolment of over 600 students. Students at Kellyville are from a diverse population with approximately 39% of students being from 52 different language speaking backgrounds.

Our teaching staff combines an excellent mix of ages and experiences. Kellyville Public School has a long and proud tradition of providing quality public education to the Kellyville Community. Quality teaching together with the use of meaningful digital technology is used to engage students, leading to successful learning.

Kellyville Public School embraces the philosophy of equal opportunities for all by catering for gifted and talented students, together with students with special learning needs. Alongside our many and varied extension programs, our school is committed to continuous improvement in teaching and learning for all students and accordingly identified several strategic priority areas for the basis of the 2015 – 2017 School Plan. School improvement goals are identified as a direct result of extensive evaluation.

Kellyville Public School has a Youth Liaison Officer who works with the school to provide care and assistance to students and parents in need. The school has a small but active P&C membership and an excellent relationship with the parent community and local primary and high schools.

## Self-assessment and school achievement

### Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

#### Learning

In the domain of Learning, our efforts have focused on Assessment and Reporting and Student Performance Measures. All learning is data driven and teaching and learning programs are differentiated to meet the needs of all students. Students decide on learning goals and success criteria to improve their understanding. The students are encouraged to be self motivated learners. This year the school achieved outstanding value added results for K–3 and 3–5.

#### Teaching

In the domain of Teaching, our efforts have focused on Effective Classroom Practice, Data Skills and Use and



Collaborative Practice. We continued to focus on a whole school collaborative approach to designing teaching and learning programs. We expanded our teacher mentor program to ensure effective classroom practice was occurring across the school for beginning and existing teachers. We provided opportunities for staff to view other lessons and provided time to discuss the objectives of a lesson and observers feedback. Teachers continue to monitor student performance and use the data obtained to improve student growth. Staff set Professional Learning Goals to enhance their teaching and to develop a deeper understanding of curriculum and effective pedagogy.

## **Leading**

In the domain of Leading, our efforts have been focused on Leadership and Management Practices and Processes. We have continued to develop effective systems to collect and analyse data which has been driving the learning across the school. The school continues to have productive relationships with external agencies, such as Occupational and Speech Therapists, Local Pre Schools and High Schools and other community organisations supporting the school.

Our self-assessment process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/self-evidence-guide>

## Strategic Direction 1

### Quality Learning

#### Purpose

A collaborative approach to high expectations, high engagement and high achievement will build the capacity of all students to enable them to become responsible self-motivated learners capable of achieving their personal goals and leading happy and successful future lives.

#### Overall summary of progress

Kellyville Public School students are able to independently articulate their learning goals, through a process of teacher modelling and guidance.

- Hattie's Visible Learning strategies including learning intentions, learning goals and value added growth
- Dweck's Growth Mindset visuals throughout the school

Most students are achieving at or above grade benchmarks in text writing

- Bump It Up Walls in all classrooms
- NAPLAN writing – School Summary report shows achievement

Most students are achieving at or above grade benchmarks in reading

- Whole school assessment, reporting and data entry on Sentral and NPLAN SMART Data

Most students are achieving at or above state average growth in NAPLAN English and Mathematics

- NAPLAN student growth results compared to state growth in all subjects
- Lane Clark's inquiry based learning processes including solutionthink
- Learning Sprints are ensuring that individualised learning differentiation is occurring
- LAST focus group results

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increased number of students aware of their Learning Intentions and able to articulate their Learning goals. Identified through observations, focus groups, surveys and videos	\$15 000	Students use Lane Clark processes and John Hattie's learning intentions to improve engagement in writing as evidenced by student writing samples.  Evidence of differentiation in teaching and learning programs. Explicit teaching and learning intentions and development of 'Visible Learning' projects, students are able to articulate where they are on their learning journey and where to next.
90% of students achieving grade benchmarks in text writing.		In Semester Two reports, the percentages of students achieving at or above stage level were: <ul style="list-style-type: none"><li>• Stage One 81.2%</li><li>• Stage Two 90.75%</li><li>• Stage Three 86.9%</li></ul> As Kindergarten are not required to have an A–E grade on the report, they were not included in this data set.
90% of students achieving Benchmark levels in Guided Reading.		In the Semester Two reports, the percentages of students achieving at or above stage level were: <ul style="list-style-type: none"><li>• Stage One 87.25%</li><li>• Stage Two 96.7%</li><li>• Stage Three 94.45%</li></ul> As Kindergarten are not required to have an A–E grade on the report, they were not included in this data set.
90% of students achieving above		The school achieved an average growth result of

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
state average growth in NAPLAN English and Mathematics..		92.94 in Numeracy and Literacy NAPLAN tests compared with the state average growth of 77.26.

## Next Steps

- Explicit guidelines to teachers about assessment requirements – e.g. frequency of Benchmarking across K–6 at least every term; PM Benchmarking until students achieve Level 30 and then use Fountas and Pinnell Benchmarking kit.
- Continue to promote 'Sentence a Day' for K–2 students.
- Investigate 'Seven Steps of Writing', including Sizzling Starts and the Building Tension.
- Mathematics programs to continue to include CMIT and Solutionthink.
- Include STEM across programs, especially Mathematics and Science.
- Learning Sprints effectively used in all classrooms to differentiate learning.



## Strategic Direction 2

### Quality Teaching

#### Purpose

To foster a collaborative culture of high expectations and a shared responsibility for student engagement and achievement through the leadership of quality teaching practices driven by data driven differentiated learning, quality assessment and measurable growth performance.

#### Overall summary of progress

Current practices that reflect our progress:

##### Teachers

- Pre-service Teacher, Induction, Mentor, Accreditation, PDP and Classroom Observation programs and processes
- New syllabus PL and implementation, research-based pedagogy PL, implementation of Lane Clark Thinking Processes and Consistency of Teacher Judgement
- Visible Learning – Baseline data, goal setting ,learning intentions, success criteria, 'Bump it Up Walls', growth mindset activities, ICT and PBL

##### Students

- Differentiated learning activities, PLPs, Learning Sprints, ICT integration, learning intentions, success criteria, timely constructive feedback, learning goals, G&T activities, extra curricular activities and PBL

##### Parents and Community

- Information evenings, Parent teacher interviews, Kindy workshop forums, P&C guest speakers, school newsletter, APP and Facebook
- Community of Schools network, collaboration with industry/business bunnings and CHRSL.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Staff demonstrate increased knowledge and confidence in implementing curriculum and pedagogy.	\$15 000	All staff continued to implement quality teaching programs. New and beginning staff were supported with a teacher mentor. Teachers participated in professional learning in Lane Clark to improve student learning outcomes.
Teaching and Learning Programs reflect evidence of assessment and differentiated learning activities.	\$12 000	Staff use assessment data and knowledge of students' abilities to plan units of work. Personalised Learning Plans are created in consultation with carers and they are implemented and reviewed regularly. All staff continued to use learning intentions and Bump It Up Walls.
School based data indicates 90% of students achieving grade benchmarks in Text Writing.		In Semester Two reports, the percentages of students achieving at or above stage level were: <ul style="list-style-type: none"><li>• Stage One 81.2%</li><li>• Stage Two 90.75%</li><li>• Stage Three 86.9%</li></ul> As Kindergarten are not required to have an A–E grade on the report, they were not included in this data set.
90% of students achieving Benchmark levels in Guided Reading.		In the Semester Two reports, the percentages of students achieving at or above stage level were: <ul style="list-style-type: none"><li>• Stage One 87.25%</li><li>• Stage Two 96.7%</li><li>• Stage Three 94.45%</li></ul> As Kindergarten are not required to have an A–E grade on the report, they were not included in this

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
90% of students achieving Benchmark levels in Guided Reading.		data set.
90% of students achieving at or above stage outcomes in Core Learning Areas.		<p>In the Semester Two reports, the percentages of students achieving at or above in English and Mathematics were:</p> <ul style="list-style-type: none"> <li>• English 91.7%</li> <li>• Mathematics 92.7%</li> </ul> <p>As Kindergarten are not required to have an A–E grade on the report, they were not included in this data set.</p>
Increase in positive parent feedback showing the success of the school's educational programs K–6.		Parents were provided with opportunities to complete surveys on the success of the educational programs of the school.

## Next Steps

- Strengthen evidence and determine criteria for quality evidence
- Establish lesson walkthroughs / learning walks
- Conduct regular focus groups with teachers and students
- Create explicit processes for analysing and sharing lesson observation findings and feedback
- Add additional modules to induction program, continue to update to reflect the current school context and priorities
- Continue to focus on building teacher capacity with ICT and G&T
- Systematic evaluation of Professional Learning to demonstrate impact of learning
- Implement a whole school wellbeing initiative
- Review strategies for gathering parent/community data to ensure sample size and source provides accurate evidence for self-assessment





## Strategic Direction 3

### Quality Systems

#### Purpose

To have standard data and data entry procedures ensuring a consistent approach across the school. To implement a transparent, collaborative approach to decision making that is data driven and accountable. To build capacity in educational practice by sharing knowledge, experience and skills within the school and the wider educational community leading to higher student achievement as per the 5P Planning process.

#### Overall summary of progress

Staff have been provided with professional learning to improve confidence in the use of accessing data, utilising technology and differentiating learning. Over the three years, workshops have focused on how to use Sentral and where to store assessment data. This has now become a routine system and colleagues share this information without seeking technical support. Personalised Learning Plans are created and uploaded to Sentral and a copy is in place in the Learning Support filing system as a backup. All programs show differentiated tactics to target individual needs and students with special needs have Personalised Learning Plans.

All staff record assessment data from standardised tests onto Sentral at the beginning and of each year. This data is then analysed by stage teams to show which students have growth and which students need further assistance.

Students are currently using iPads and computer technology in classroom programs. Some of the programs that have been introduced include:

- Soundcloud to record verbal descriptions and QR codes
- Story creator
- Lego Wedo
- Scratch for coding

The school has various forms of communication to the community. The school newsletter is emailed to parents on a distribution list every fortnight. Important messages are sent out through the school's smartphone application. Parents are also given the opportunity to complete surveys every year in Teams 3/4. Kindergarten parent workshops were also conducted throughout the 3 years to assist parents with their understanding of topics around number, reading and writing. Technology learning programs have been presented at P&C meetings.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All teachers confident in accessing data and utilising technology to maximise quality, differentiated learning opportunities for students.	\$4000	All teachers annually input standardized assessment data into Sentral. Personal Learning Plans were created for all students who require them. Adjustments to learning programs are evident in classroom programs. Professional Learning Plans are stored on the Sentral system. Staff were provided with planning days to collegially develop and create teaching and learning programs.
Whole school based online data initially in English and Mathematics to drive differentiated learning programs.	\$5000	All staff use Sentral to store and access student data. Individualised programs are in place for students with supported needs. The Case Management Team and Learning Support Team assist teachers with student learning needs.
Students create and build knowledge through Higher Order Thinking ICT initiatives.	\$25 000	Students continued to participate in coding sessions and the use of Lego WeDo.
Improved ongoing communication with parents to increase their knowledge and encourage their participation in	\$2000	Teachers continued to present information forums on how best to support students

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
school activities.		Teachers continued to present information forums on how best to support students

## Next Steps

Technology use needs to continue to increase across all Key Learning Areas and grades. The workshops led by staff members were effective and this needs to be expanded to have greater impact. During staff development, staff gave feedback that they would like more Professional Learning on basic computing functions. An example of this is how to problem solve connection issues to WIFI and networking applications. This would then increase their confidence when using technology in the classroom.



Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	\$1 915	Funding received was allocated to support the Aboriginal students in 2017. All Aboriginal students have a Personal Learning Plan (PLP) and are making progress across the curriculum.
<b>English language proficiency</b>	\$12 494	Students from a language background other than English accounted for 41% of the school enrolment. The students were supported through additional teacher support in the classroom and withdrawal for specific targeted needs.
<b>Low level adjustment for disability</b>	\$44 139	Student Learning Support Officers were employed to support the needs of students in the classroom and playground to improve student academic performance and social development.
<b>Quality Teaching, Successful Students (QTSS)</b>	\$48 146	All staff were given additional release time to observe the teaching lessons of other staff, allowing staff to collegially plan units of work and for Executive staff to give support.
<b>Socio-economic background</b>	\$22 957	Student Learning Support Officers were employed to support the needs of students in the classroom and playground to improve student academic performance and social development.
<b>Support for beginning teachers</b>	\$65 989	In 2017, there were 8 teachers provided with funding. These beginning teachers were given additional release from face to face to assist them with classroom teaching, creating teaching and learning programs and writing school reports. Beginning teachers were provided with a mentor and were given in class support. They were provided with ongoing feedback and support that was embedded in the collaborative practices of the school. This involved the teacher mentor observing the lesson, team teaching and demonstrating lessons. Meetings were held regularly to discuss specific needs. The mentor and beginning teachers had collegial discussions about effective classroom management strategies, student engagement and formation of effective relationships with parents and the wider community.
<b>Targeted student support for refugees and new arrivals</b>	\$1 590	Student Learning Support Officers were employed to directly support students in the classroom to improve student academic performance and social development.

## Student information

### Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	263	278	312	356
Girls	314	336	334	370

The school enrolment of 726 students is comprised of 370 girls and 356 boys. Approximately 41% of our students are from a language background other than English. It is anticipated that our enrolment will continue to rise in 2017 due to further residential development in the area.

### Student attendance profile

School				
Year	2014	2015	2016	2017
K	96.3	95.7	95.3	94.7
1	95	95.9	95.6	94.5
2	95.8	94.6	95.5	94.7
3	95.7	95.4	95.1	94.5
4	95.8	95	95.4	94.1
5	95.4	95.5	95.6	94.5
6	95	94.4	95.5	93.6
All Years	95.6	95.2	95.4	94.4
State DoE				
Year	2014	2015	2016	2017
K	95.2	94.4	94.4	94.4
1	94.7	93.8	93.9	93.8
2	94.9	94	94.1	94
3	95	94.1	94.2	94.1
4	94.9	94	93.9	93.9
5	94.8	94	93.9	93.8
6	94.2	93.5	93.4	93.3
All Years	94.8	94	94	93.9

### Management of non-attendance

The school has a strong Attendance Policy and our data shows the average school attendance rate of 94.4% at Kellyville Public School. This is above the DoE average of 93.9%.

All students are expected to attend school and all teachers monitor their class attendance electronically

daily. The Principal and Home School Liaison Officer (HSLO) regularly monitor the attendance of students and follow up on individual cases where there are concerns.

### Class sizes

Class	Total
CLASS 1	22
CLASS 3	21
CLASS 6	21
CLASS 5	20
CLASS 2	22
CLASS 4	20
CLASS 7	22
CLASS 11	22
CLASS 9	21
CLASS 10	22
CLASS 8	23
CLASS 13	22
CLASS 12	21
CLASS 16	23
CLASS 15	22
CLASS 14	23
CLASS 18	26
CLASS 17	26
CLASS 20	28
CLASS 19	24
CLASS 21	23
CLASS 23	26
CLASS 22	27
CLASS 26	27
CLASS 25	28
CLASS 24	28
CLASS 27	28
CLASS 29	28
CLASS 28	25
CLASS 30	29

## Workforce information

## Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	1
Assistant Principal(s)	4
Head Teacher(s)	0
Classroom Teacher(s)	27.98
Teacher of Reading Recovery	0.53
Learning & Support Teacher(s)	0.7
Teacher Librarian	1.2
Teacher of ESL	2.2
School Counsellor	0
School Administration & Support Staff	4.47
Other Positions	0

\*Full Time Equivalent

The cohesive teaching staff at Kellyville Public School believes in implementing a balanced curriculum and working cooperatively for improvement. The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce. At Kellyville Public School there are currently two members of staff who have an Aboriginal and Torres Strait Islander background.

## Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

### Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	80
Postgraduate degree	20

## Professional learning and teacher accreditation

The teaching staff at Kellyville Public School participated in a range of professional learning workshops designed to build the capacity of staff to achieve the key strategic priorities outlined in the School Plan 2015 – 2017. Beginning teachers were also given the opportunity to attend professional development courses to further enhance their individual classroom teaching practice, teachers also attended courses that supported the achievement of their individual Performance and Development Plan(PDP) goals and executive team members participated in

workshops to build their leadership capacity. Kellyville Public School teachers shared their knowledge, skills and expertise by leading Professional Learning workshops throughout the year.

In 2017, Kellyville Public School had 4 teachers achieve accreditation at Proficient level. There are currently 9 teachers working towards achieving accreditation at Proficient level. There are 12 teachers in their first or second cycle of maintenance of accreditation at Proficient level.

All staff participated in the following professional learning opportunities and workshops:

- Completion of mandatory courses: child protection online modules, emergency care; anaphylaxis and Cardio Pulmonary Resuscitation training
- A presentation on Treacher Collins Syndrome
- Development of Personal Learning Plans
- 'Bump It Up Wall' strategy for Writing
- *solutionthink* process for problem solving
- Community of Schools SDD – Innovation for Better Learning – keynote speaker: Dr Simon Breakspear – Learning Sprints
- Technology: 'swivl', Seesaw app, iPad troubleshooting
- Consistent Teacher Judgement (CTJ) sessions each term
- NAPLAN analysis
- Running Records
- Executive Functioning
- Cross-curricular priority: Aboriginal Education
- Maths Problem Solving
- Positive Behaviour for Learning (PBL)
- STEM(Science Technology Engineering Mathematics) Workshops
- Gifted and Talented Education

Additional Professional Learning:

- 12 classroom teachers attended Professional Learning with Lane Clark focusing on inquiry based learning and thinking processes
- 6 teachers attended a Visible Learning Conference and later presented their learning to the whole staff

Executive team members also attended:

- Community of Schools Network Meetings each term
- LEAP Conference: Keynote Speakers – Pasi Sahlberg, Nicholas Tang, Joanne Robinson, Lisa Rodgers
- Growth Coaching
- DP Conference– Collective Capacity – Keynote Speakers: Les Feltos, Simon Breakspear, Pam Ryan, Todd Sampson, Andrew Churches
- Australian Educational Delegation of Principals to China
- Data with Confidence

Kellyville Public School spent a total of \$44 222 on professional learning in 2017.

The average spend per teacher on professional learning was \$900



## Financial information (for schools fully deployed to SAP/SALM)

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

	2017 <b>Actual</b> (\$)
<b>Opening Balance</b>	232,088
<b>Revenue</b>	5,906,014
Appropriation	5,303,419
Sale of Goods and Services	95,090
Grants and Contributions	502,640
Gain and Loss	0
Other Revenue	0
Investment Income	4,866
<b>Expenses</b>	-5,759,927
Recurrent Expenses	-5,759,927
Employee Related	-5,008,520
Operating Expenses	-751,407
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	146,087
<b>Balance Carried Forward</b>	378,176

### Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2017 <b>Actual</b> (\$)
<b>Base Total</b>	4,588,760
Base Per Capita	98,726
Base Location	0
Other Base	4,490,034
<b>Equity Total</b>	376,069
Equity Aboriginal	1,915
Equity Socio economic	22,957
Equity Language	235,957
Equity Disability	115,241
<b>Targeted Total</b>	108,009
<b>Other Total</b>	104,962
<b>Grand Total</b>	5,177,801

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

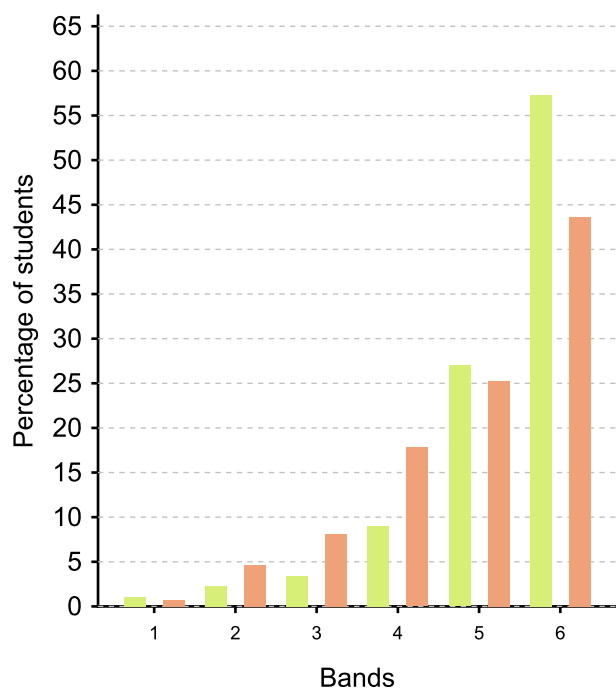
A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

## School performance

### NAPLAN

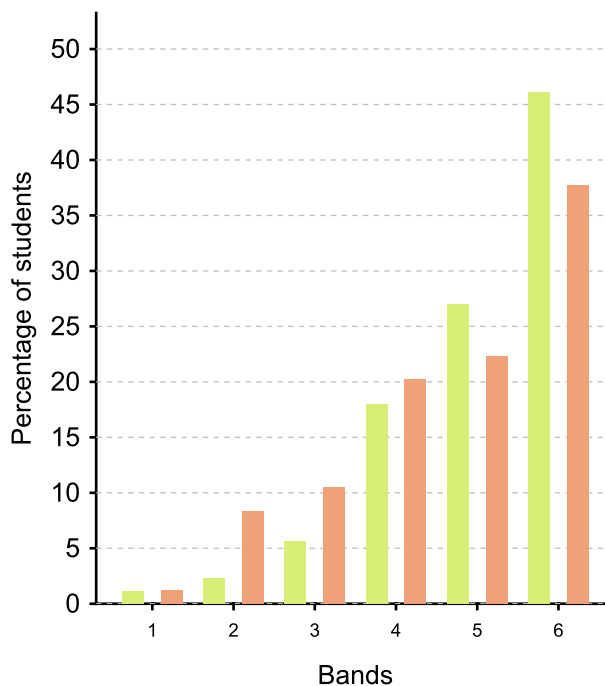
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

**Percentage in bands:**  
Year 3 Grammar & Punctuation



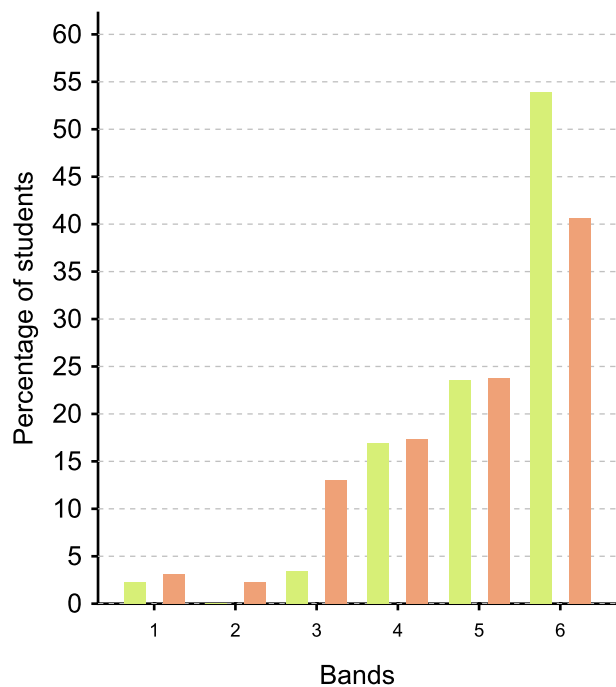
Percentage in Bands  
School Average 2015-2017

**Percentage in bands:**  
Year 3 Spelling



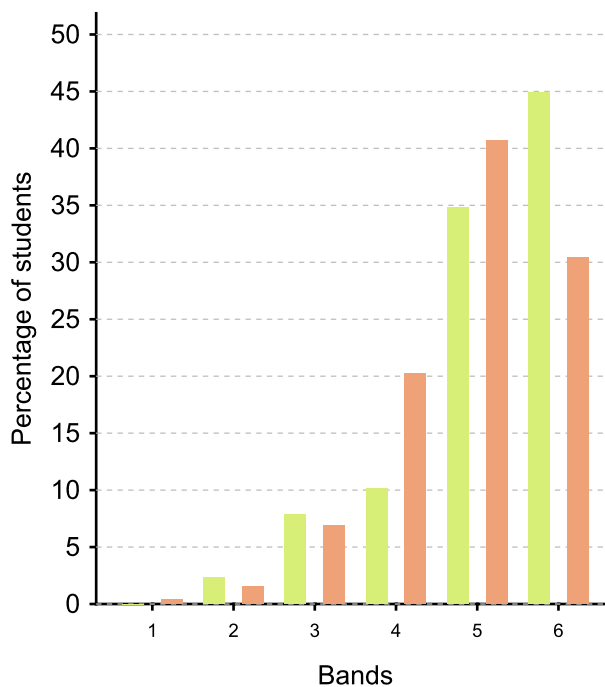
Percentage in Bands  
School Average 2015-2017

**Percentage in bands:**  
Year 3 Reading



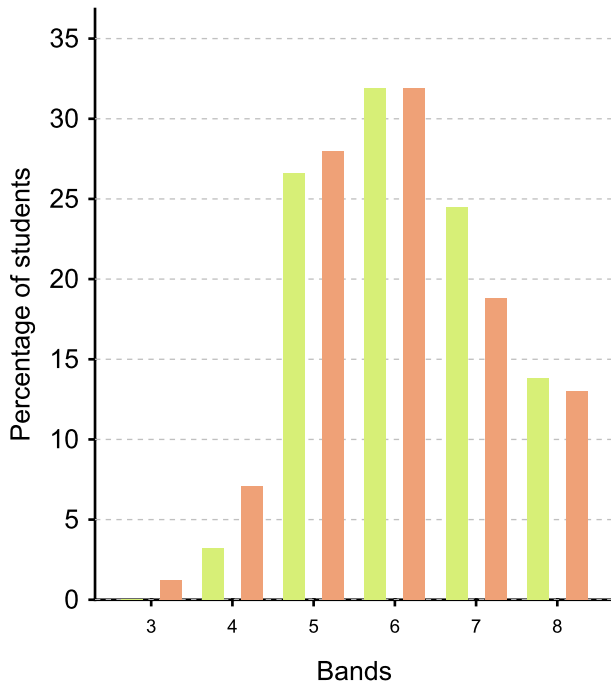
Percentage in Bands  
School Average 2015-2017

**Percentage in bands:**  
Year 3 Writing

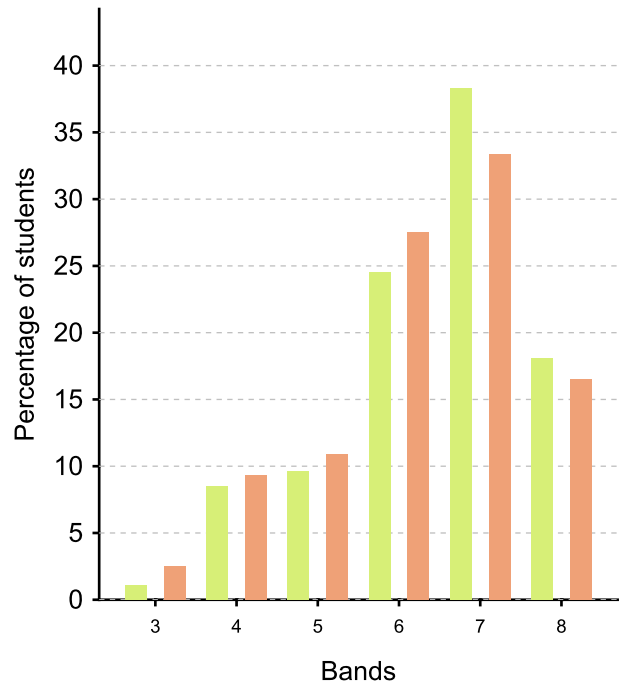


Percentage in Bands  
School Average 2015-2017

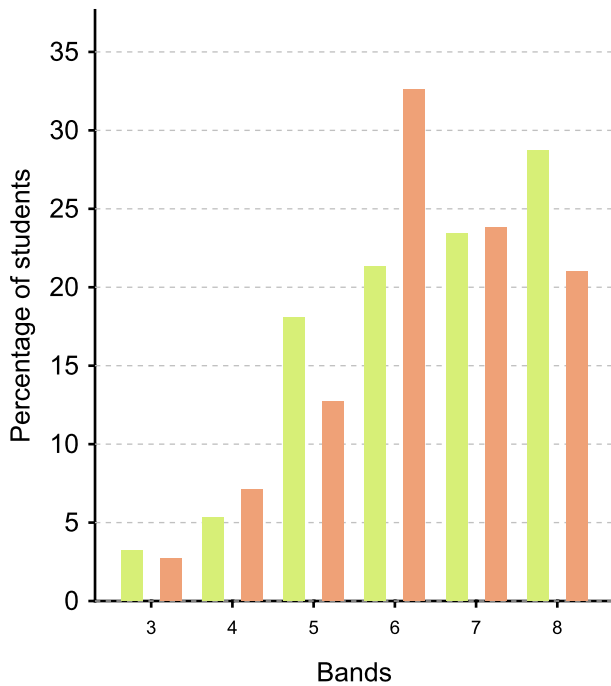
**Percentage in bands:**  
Year 5 Writing



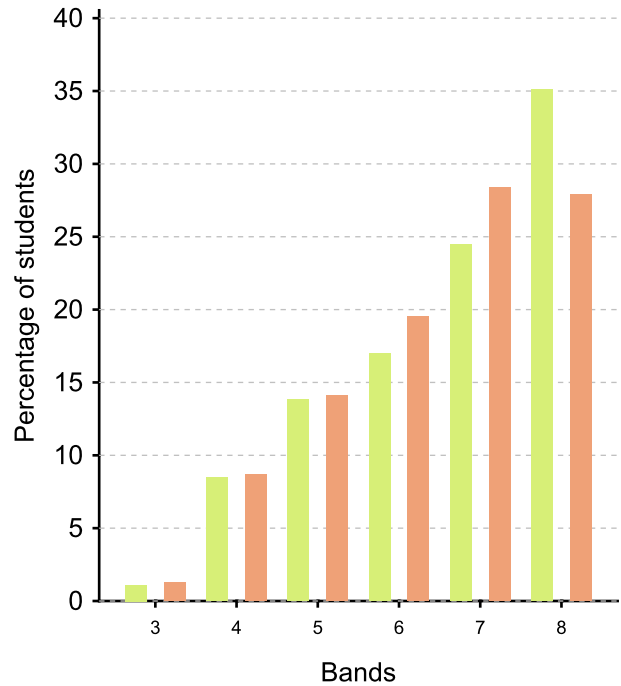
**Percentage in bands:**  
Year 5 Reading



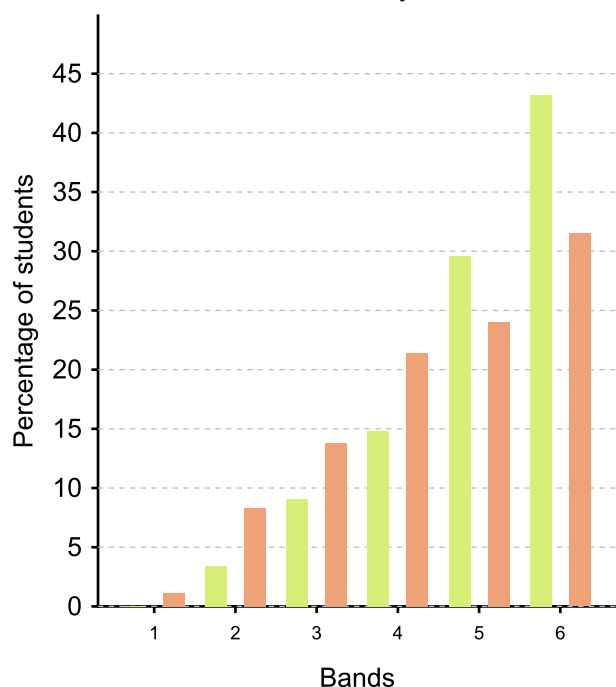
**Percentage in bands:**  
Year 5 Spelling



**Percentage in bands:**  
Year 5 Grammar & Punctuation



**Percentage in bands:**  
Year 3 Numeracy



## Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school. The parents, students and teachers participated in the Tell Them From Me Survey.

Their responses are presented below.

### Parents

Parents indicated that they feel welcomed in the school (7.7) and that they can easily speak with their child's teachers (8.2). Parents also stated that the student report written about their child was written in terms they understand (7.3).

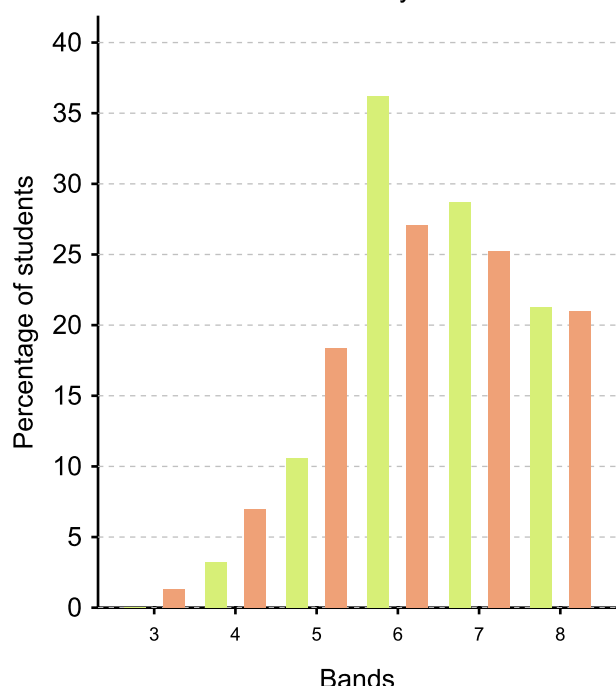
### Students

Students were asked various questions about school life. 89% of students stated that they have friends at school they can trust and encourage them to make positive choices. 96% of students believe that schooling is useful and will have a strong bearing on their future. 94% of students stated that they try hard to succeed in their learning.

### Teachers

Teachers indicated that school leaders have helped teachers establish challenging and visible learning goals for students (8.2). They also indicated that school leaders provide useful feedback to guide their teaching (8.0). Teachers also indicated that they work collaboratively with school leaders to create a safe and orderly school environment (8.7).

**Percentage in bands:**  
Year 5 Numeracy



## Policy requirements

### Aboriginal education

In 2017 Aboriginal Education was meaningfully embedded throughout the culture of Kellyville Public School, both at a staff and student level.

Staff witnessed engaging and relevant 'Welcome to Country' presentations throughout the year on appropriate occasions. At school, all staff were involved in regular Aboriginal Education professional development. PD provided an understanding of cultural competence, a history of Aboriginal rights within Australia ie: Referendum, Mabo, Apology, Stolen Generation and the Black Diggers. Staff developed an awareness and appreciation for the local Marella Mission, land on which Kellyville High School now stands. Staff were provided with an update and resources on the history and development of the Aboriginal garden within the school grounds and how to include this garden in their teaching programs. Select staff members attended professional development entitled 'Aboriginal Education Matters: The Next Steps' at Sydney University. As a result of this PD, all staff were made aware of the importance of Country and how to embed teaching and learning programs where learning from Country is fundamental. Staff were also made aware of literature they can utilise and where to gather information and resources to assist in creating the programs.

Aboriginal education was included across Kindergarten to Year 6 in teaching units. Year 2 students attended an excursion to Sydney Olympic Park, where they engaged in an Aboriginal cultural experience. Year 6 developed a deep understanding of the 'Stolen Generation'. NADIOC Week activities were run across the school by Year 6 students which involved all students participating in various Aboriginal activities such as art making and games. In the library, students developed an appreciation of books written by Aboriginal authors. Students diligently maintained the Aboriginal Garden throughout the year. On several occasions school leaders and garden leaders escorted special visitors through the Aboriginal Garden and shared their knowledge, and understanding and respect for Country.

### Multicultural and anti-racism education

At Kellyville Public School approximately 44% of students are from language backgrounds other than English (LBOTE). As our school community is growing in its diversity, multiculturalism is recognised, accepted and celebrated in many school programs and activities.

In 2017, the English as a Second Language and/ or Dialect (EAL/D) teacher supported students within their classroom as well as withdrawing students in Phase One of their English development. Programs were developed to cater for the specific needs of our students. This support involved programs based upon vocabulary development, parts of speech, sentence construction, reading, comprehending and writing. Refugee students had support in functional literacy skills that included sight word recognition, oral language skills, handwriting and comprehension. Students were supported in the classroom and by withdrawal. As a result students progressed along the EAL/D Scale. These lessons improved the students' ability to access the classroom curriculum and gave them confidence to interact with

their peers.

### Other school programs

#### Dance

This year in dance there were many performance events which saw the various dance groups from Kellyville Public School display their skills and shine on the stage. The Stage 1 Dance group for 2017 consisted of 28 enthusiastic and dedicated students. Mrs Browning and Mrs Wheeler choreographed the routine 'Temperature Rising' which portrayed the storyline 'When cold and hot water compete until the perfect temperature is achieved when the shower is turned on.' The Stage 1 dance group successfully performed at the Synergy Dance Festival in June which lead to them being accepted into the State Dance Festival. At the State Dance Festival, the Stage 1 dance group performed on the opening and closing night as well as the Performers Performance which is a matinee show. The Stage One Dance group also participated in the Hawkesbury City Eisteddfod where they received first for their performance. For the last time the Stage 1 dance group performed 'Temperature Rising' at a K-2 silver assembly. At the K-2 Presentation day the Stage 1 dance group learnt a new routine called 'Little Red Riding Hood'.

In years 3 to 6 we had two dance groups who successfully performed at particular dance events. The 3-6 Synergy Dance Group comprised of 24 dedicated and passionate dancers performed the item 'Masquerade' which was choreographed by Miss Gray. The group successfully auditioned for the 2017 Synergy Dance Festival which was held at Penrith Panthers in June. Students performing "Masquerade" also captivated audiences with their performance during the Castle Towers Education Week Celebrations in August and at the 3-6 Silver assembly. For the first time Kellyville Public School entered the Hawkesbury City Eisteddfod. The 3-6 Synergy Dance Group performed 'Masquerade' and received 'Very Highly Commended' for their performance. For Presentation Day the group performed a new routine which promoted their love and enthusiasm for dance. The routine was called 'I Want to Dance with Somebody.'

The Boys' Hip Hop was formed under the guidance of Miss Gray and Mr Jarius. For the first time, the boys successfully auditioned for the Hills Performing Arts Festival which was held at Penrith Panthers in September. They impressed audiences with their 'Karate Warrior' inspired routine. The boys also performed their routine for many school assemblies in Term 4.

Miss Valenti lead a group of 28 enthusiastic 3-6 dancers who performed a vibrant and happy routine called 'Don't Steal My Sunshine' for the Hills Performing Arts Festival. Being the closing act for the Hills Performing Arts Festival, the students wowed audiences with their fun and energetic movements. This group also presented their item to the school at the 3-6 silver assembly.



## Ballroom

Students from Year 4 and Year 6 had the opportunity to compete in the Sydney Dance Sport Championships for Ballroom. These 26 students were selected from their grade dance program. They were required to attend Wednesday morning practice sessions and many lunch rehearsals, for several months prior to the competition. During these rehearsal sessions, students refined their skills in the ballroom dances of the Australian Barn Dance, Samba, and Slow Rhythm for Year 4, and Cha Cha, Waltz and Gypsy Tap for Year 6. Students perfected their ballroom hold and were commended on competition day for their respectful attitude towards their partner and for their enthusiasm while participating. All the Year 4 dancing couples made it to the finals round which is a testament to the commitment they put in to develop their skills. Two of the Year 6 couples were awarded with a placing in their finals round for their skills, achieving 3rd place in Cha Cha and 3rd place in the Gypsy Tap. The Year 6 progressive team was awarded 5th place for their group cohesion and team work when performing together. Overall, we had a successful year in Ballroom Dance and all students should be proud of their efforts, performances and achievements.